

## Unit 4 Facilitation with Youth

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Unit 4 builds on the discussion of community needs from Unit 3 by looking at how needs are common to all people and how unmet needs at the community level are reflected at the global level. Unit 4 also starts to help participants narrow down the area they want to focus on for the project, leading into Unit 5's goal to pick one top issue of concern while generating understanding about the democratic principle of voting.

### Unit 4A: Activity

**Goal:** To get participants to identify and reflect upon an issue they feel should be addressed.

#### **Wagon Wheel (pg. 89)**

- ⇒ Think about: Space you'll need for the Wagon Wheel. Depending on the number of participants you have and the facilitation space you use, you may need to find another space to use.

### Unit 4A: Lesson

**Goal:** To gain an understanding of the needs we all have in common.

#### **The Continuum (pg. 91, Handouts pgs. 101, 102, 142)**

- ⇒ Think about: Preparing flip charts or posters with the Continuum and the Service Project Diagram ahead of time. This way youth won't be waiting while you're preparing them. You'll still need to make the list of needs that youth identify and add them to both flip charts, but having the basic outline ready will help keep things moving.
- ⇒ Think about: The two separate themes of this lesson. The first part of the lesson focuses on making the connection between local issues and global issues. The second part focuses on understanding the unmet needs that underlie these issues. The goal is to help participants begin to understand that behind all of these issues there are needs not being met, and these needs are universal.
- ⇒ Think about: Flow. This lesson flows naturally into the 4A Reflection, which can be used to debrief what was learned from the lesson. There doesn't necessarily have to be a forced break between the Lesson and the Reflection.
- ⇒ Consider: Having participants split into small groups to work on the Continuum and Service Project Diagram. Depending on the size of your group, this may be effective in helping youth understand these concepts. Facilitators could explain how the Continuum works, work through an example, and then have small groups work on the other issues from the list. The small groups could then report out on where they placed each issue on the Continuum, and the large group could debrief. The same could be done with the Service Project Diagram. If facilitators choose to do this, be aware that it may take longer than the lesson as it's currently structured.

### Unit 4A: Reflection

**Goal:** To begin to connect needs to actions.

#### **What? So what? Now what? (pg. 94)**

- ⇒ Think about: Flow. This lesson flows naturally from the 4A Lesson and can be used to debrief what was learned from the lesson. There doesn't necessarily have to be a forced break between the Lesson and the Reflection.

- ⇒ Think about: Preparing questions to help youth dig deeper. Consider using some of the different types of questions listed in the Facilitator's Toolkit.

## **Unit 4B: Activity**

**Goal:** To examine where participants would like to focus their energy to affect change.

### **The Power of You (pg. 96)**

- ⇒ Think about: Supplies necessary. You may not need the envelopes and index cards. You can use them to have youth revisit where they were at this point in the curriculum later (perhaps during the Unit 7 celebration). However, it is not necessary.
- ⇒ When facilitating: Give youth an opportunity to share conclusions they came to with the group. Ensure that safe space is maintained if youth choose to share.

## **Unit 4B: Lesson**

**Goal:** To determine areas of need that can be met with a service-learning activity.

### **What is Your Top Concern? (pg. 98)**

- ⇒ Think about: Planning a team-building activity for before or after this process. Have some energizers in mind in case energy wanes during the process.
- ⇒ Think about: Time necessary to facilitate this lesson. Depending on the size of your group and the number of issues they have, it may take longer than the 20 minutes allotted.
- ⇒ Think about: Facilitating the grouping together of issues thoughtfully. Ensure that there is group consensus around combining ideas.
- ⇒ Consider: Using a different decision-making method if you have a large group. Fist-to-five can work well with smaller groups. For larger groups, consider using the Alligator Mouth Decision-making Model in the Facilitator's Toolkit.
- ⇒ When facilitating: Remind youth of the group agreements as necessary. As issues start to be discussed and voted on, participants may need reminders if they disagree with each other.

## **Unit 4B: Reflection**

**Goal:** To connect needs to feelings.

### **When I Look, I Feel (pg. 100, Handout pg. 102)**

- ⇒ Think about: Facilitating thoughtfully. Give youth time to think, and encourage them to think deeply about these questions.
- ⇒ When facilitating: Give youth the opportunity to share their thoughts and feelings if they'd like. Ensure that safe space is maintained if youth choose to do so.